



BUSBEE CORBETT ELEMENTARY/MIDDLE

20 A.L. Corbett Circle
Wagener, SC 29164

Grades	PK-8 Middle School	
Enrollment	785 Students	
Principal	Rose S Marshall	803-564-1000
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Below Average	Below Average
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

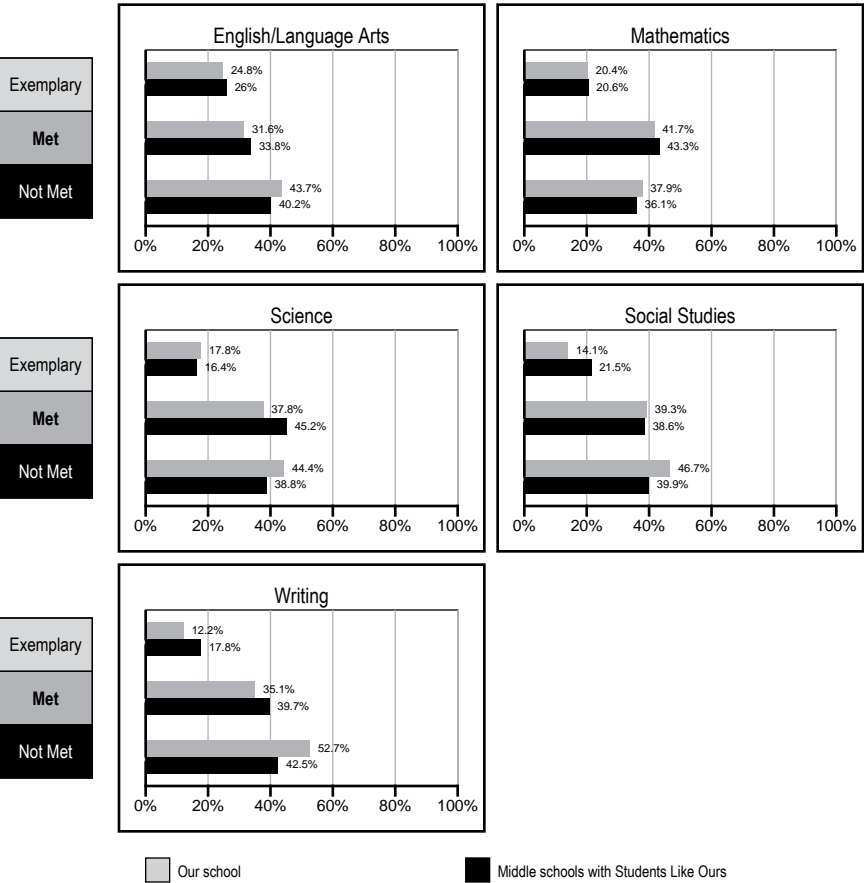
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	39	10	2

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.4%
English 1	100.0%	92.1%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	N/A	57.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=785)				
Students enrolled in high school credit courses (grades 7 & 8)	78.8%	Up from 37.8%	18.5%	24.5%
Retention rate	0.3%	Up from 0.0%	0.6%	0.7%
Attendance rate	95.2%	Down from 95.5%	95.8%	95.9%
Served by gifted and talented program	10.9%	Up from 8.7%	13.9%	17.8%
With disabilities other than speech	10.0%	Down from 21.4%	10.2%	9.2%
Older than usual for grade	0.4%	Down from 2.2%	1.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	50.0%	Up from 45.0%	57.2%	60.0%
Continuing contract teachers	86.7%	Up from 85.0%	82.3%	82.6%
Teachers returning from previous year	85.6%	Up from 84.0%	83.0%	85.6%
Teacher attendance rate	92.7%	Down from 93.3%	95.3%	95.3%
Average teacher salary*	\$47,635	Up 7.1%	\$45,102	\$46,300
Professional development days/teacher	6.8 days	Down from 10.3 days	10.5 days	9.9 days
School				
Principal's years at school	2.0	Down from 11.0	4.0	4.0
Student-teacher ratio in core subjects	13.5 to 1	Down from 16.0 to 1	20.9 to 1	21.5 to 1
Prime instructional time	86.1%	Down from 86.9%	90.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 89.0%	96.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$10,068	Up 5.3%	\$7,725	\$7,634
Percent of expenditures for instruction**	64.4%	Up from 63.4%	62.7%	64.0%
Percent of expenditures for teacher salaries**	61.1%	Up from 58.8%	59.9%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Cyril B Busbee Elementary and AL Corbett Middle School, once two schools connected by an auditorium became one school in 2010-2011 to form Busbee Corbett Elementary Middle School with 4K – 8th grades. BCEM is a rural school in a farming community with a 78% poverty rate but high achievement on state testing. This community school gets its support from students and parents who believe in a strong community school.

The academic growth in both schools during 2010-2011 has been fantastic. BCEM put on a fantastic Veterans' Day program that left the community inspired. The faculty on the Busbee campus has been able to share the literacy model components with the Corbett campus while the Corbett campus was able to share the Making Middle Grades Work state initiative. This created a literacy rich environment in grades 4K – 8th grade and benefited both campuses in the areas of Reading, Language, and Writing.

Both campuses have achieved successes on their own too. Busbee campus won two Silver Awards from the state for improved test scores and closing the achievement gap for free and reduced lunch. Corbett campus received a high review from the Making Middle Grades Work committee for its literacy rich environment. Corbett also maintained a 95% attendance rate, and had 85% of students completed core academic courses aligned to the state and national standards.

Both schools have won several grants this year that supported the educational programs in the schools. Both schools also participated in many other activities this year such as field days, dances (5th – 8th grade), egg hunts put on by the upper grades for the lower grades, and read with a friend using upper grades to read with lower grades. Other activities included using a green house to produce more plants than the students could sell and/or give away, character day parades, awards day, and bullying programs.

All of our students are supported by our intervention programs, after school programs, and teachers who want to see everyone succeed. BCEM school values the input of parents through our PTO and SIC and uses school resources to improve the education our students. We are a technology rich school with Interactive white boards in each room, sound systems, iPods, iPads, computer labs, and netbooks to support student learning with the overall goal of making our school a place where everyone can succeed, feel safe, and get a well rounded education.

Busbee Corbett Elementary Middle School plans to continue to increase test scores, intervene when students are young so they can be successful, and provide a safe learning environment so that all of our students can achieve at high levels.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	66	79
Percent satisfied with learning environment	100.0%	98.5%	73.7%
Percent satisfied with social and physical environment	100.0%	93.9%	72.0%
Percent satisfied with school-home relations	91.2%	98.5%	73.7%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.8%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	474	100	28.9	38.2	32.9	80.4	82.9	82.4	Yes	Yes
Gender										
Male	252	100	34.6	35.4	30	75.9	79.3	78.7	N/A	N/A
Female	222	100	22.5	41.3	36.2	85.4	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	218	100	21.3	36.6	42.1	85.6	87.5	88.9	Yes	Yes
African American	249	100	35.5	39.7	24.8	75.6	75.5	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	81.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.7	83	I/S	I/S
Disability Status										
Disabled	91	100	65.9	15.9	18.2	51.1	43.7	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	373	100	33.1	36.8	30	78.2	76.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	474	100	28.7	38.7	32.7	81.8	80.6	81.9	Yes	Yes
Gender										
Male	252	100	31.6	36.3	32.1	76.4	79	79.9	N/A	N/A
Female	222	100	25.4	41.3	33.3	87.8	82.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	218	100	19.3	38.1	42.6	86.1	86	88.9	Yes	Yes
African American	249	100	36.4	39.7	24	78.1	71.7	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.5	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.5	84.4	I/S	I/S
Disability Status										
Disabled	91	100	54.5	29.5	15.9	55.7	41.3	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	373	100	31.4	38.5	30	79	73.6	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	321	100	41.2	42.8	16	58.8	64.8	68.6
Gender								
Male	176	100	43.4	40.4	16.3	56.6	65.1	68.3
Female	145	100	38.6	45.7	15.7	61.4	64.4	68.9
Racial/Ethnic Group								
White	143	100	29.9	48.5	21.6	70.1	74.3	80.7
African American	172	100	50.3	38.3	11.4	49.7	49.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	59.8	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	70.8
Disability Status								
Disabled	64	100	72.1	16.4	11.5	27.9	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.9	60.7
Socio-Economic Status								
Subsidized meals	258	100	44.7	41.4	13.9	55.3	53.6	57.3

Social Studies

All Students	315	99.7	35.5	45.5	19.1	64.5	66.7	72.5
Gender								
Male	168	100	32.9	45.6	21.5	67.1	67.1	72
Female	147	99.3	38.3	45.4	16.3	61.7	66.2	73.1
Racial/Ethnic Group								
White	153	99.4	31.2	44	24.8	68.8	72.6	81
African American	157	100	39.6	47.4	13	60.4	56.9	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	82.8	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	67	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.4	73.5
Disability Status								
Disabled	60	100	59.6	24.6	15.8	40.4	30.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	64.6	69.7
Socio-Economic Status								
Subsidized meals	240	99.6	39.2	44.1	16.7	60.8	57.8	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	155	94.8	40.3	42.4	17.3	59.7	76.1	73.2	95.2	95.9
Gender										
Male	76	92.1	46.9	37.5	15.6	53.1	71.4	67.2	94.7	95.9
Female	79	97.5	34.7	46.7	18.7	65.3	81	79.4	95.7	96
Racial/Ethnic Group										
White	82	96.3	36.1	45.8	18.1	63.9	82.3	81.5	94.4	95.8
African American	71	93	46.2	36.9	16.9	53.8	66.3	61.3	95.9	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.6	87	90	96.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.9	66.7	97.5	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	72.2	96.7	95.6
Disability Status										
Disabled	30	76.7	N/AV	N/AV	N/AV	17.4	24.3	26	94.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.6	65.7	95.5	96.4
Socio-Economic Status										
Subsidized meals	122	95.1	46.9	38.1	15	53.1	66.2	63.2	95	95.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	70	100	33.3	31.8	34.8	66.7
	7	83	100	43.8	36.3	20	56.3
	8	67	100	63.5	19	17.5	36.5
2011	3	84	100	20	32.5	47.5	80
	4	92	100	11.4	50	38.6	88.6
	5	71	100	16.2	54.4	29.4	83.8
	6	73	100	44.3	27.1	28.6	55.7
	7	70	100	41.8	23.9	34.3	58.2
	8	84	100	44.2	39	16.9	55.8

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	70	100	37.9	39.4	22.7	62.1
	7	83	100	48.8	27.5	23.8	51.3
	8	67	100	52.4	33.3	14.3	47.6
2011	3	84	100	36.3	27.5	36.3	63.8
	4	92	100	14.8	33	52.3	85.2
	5	71	100	8.8	51.5	39.7	91.2
	6	73	100	30	42.9	27.1	70
	7	70	100	38.8	40.3	20.9	61.2
	8	84	100	44.2	40.3	15.6	55.8

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	35	97.1	42.4	45.5	12.1	57.6
	7	83	100	31.3	52.5	16.3	68.8
	8	36	97.2	66.7	24.2	9.1	33.3
2011	3	43	100	43.9	36.6	19.5	56.1
	4	91	100	36.8	50.6	12.6	63.2
	5	38	100	35.1	54.1	10.8	64.9
	6	37	100	55.9	32.4	11.8	44.1
	7	70	100	31.3	40.3	28.4	68.7
	8	42	100	57.5	35	7.5	42.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

Social Studies

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	35	97.1	38.7	45.2	16.1	61.3
	7	83	100	58.8	31.3	10	41.3
	8	32	100	60	26.7	13.3	40
2011	3	42	97.6	25	50	25	75
	4	92	100	23.9	53.4	22.7	76.1
	5	33	100	32.3	48.4	19.4	67.7
	6	36	100	25	63.9	11.1	75
	7	70	100	52.2	31.3	16.4	47.8
	8	42	100	56.8	27	16.2	43.2

Writing

2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	71	93	29.5	50.8	19.7	70.5
	7	85	95.3	46.2	47.4	6.4	53.8
	8	66	92.4	69.5	27.1	3.4	30.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	72	97.2	28.4	49.3	22.4	71.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	83	92.8	51.4	36.1	12.5	48.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample